R E P O R T R E S U M E S

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DEVISING SOCIAL-MODEL COUNSELING PROCEDURES FOR ELEMENTARY SCHOOL CHILDREN.

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DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, STUDENT BEHAVIOR, *BEHAVIOR CHANGE, *SOUND FILMS, *TAPE RECORDINGS, PROBLEM CHILDREN, DISCUSSION EXPERIENCE, COMPARATIVE ANALYSIS, RESEARCH PROJECTS, STUDENT ATTITUDES, *SOCIAL ADJUSTMENT, MODELS, BEHAVIORAL COUNSELING,

THE PURPOSE OF THIS STUDY WAS TO CONDUCT AN EXPERIMENTAL TEST OF TWO SOCIAL MODEL COUNSELING PROCEDURES WHICH CAN BE USED BY SCHOOL COUNSELORS TO ASSIST SHY ELEMENTARY STUDENTS IN LEARNING HOW TO PARTICIPATE MORE EFFECTIVELY IN CLASS DISCUSSIONS. THE STUDY SOUGHT TO DETERMINE WHICH OF TWO TYPES OF MODEL PRESENTATIONS (FILM OR AUDIOTAPE) WOULD BEST PROMOTE SUBJECT RECALL OF THOSE BEHAVIORS AND SUGGESTIONS WHICH THE SOCIAL MODEL SOUGHT TO PROMOTE. A 16MM SOUND FILM OF A COUNSELING INTERVIEW BETWEEN A BEHAVIORAL COUNSELOR AND A SHY TEN-YEAR-OLD MALE STUDENT WAS SCRIPTED, FILMED, AND EDITED. A TAPE RECORDING OF THE FILM'S SOUND TRACK WAS THE AUDIO MODEL. AFTER INTRODUCING AND PLAYING THE FILM OR AUDIO TAPE, THE COUNSELOR ASKED A TOTAL OF 548 FOURTH, FIFTH, AND SIXTH GRADE CHILDREN TO RESPOND TO A QUESTIONNAIRE. CONTENT RECALL FOR THE FILM, AS COMPARED WITH THE TAPE, WAS SIGNIFICANTLY GREATER FOR GIRLS ONLY. THE PRESENTATION TYPE DID NOT SIGNIFICANTLY AFFECT THE DEGREE TO WHICH SUBJECTS INDICATED THEY WOULD USE THE MODEL'S SUGGESTIONS FOR SUCH A PROBLEM, OR SUBJECT PERCEPTION OF THE MODEL COUNSELING AS REAL RATHER THAN STAGED. A GREATER PERCENTAGE OF FEMALES IDENTIFIED WITH THE MODEL'S PROBLEM IN THE FILM PRESENTATION. SUBJECTS VIEWING THE FILM MODEL A WEEK AFTER HEARING THE AUDIO TAPE IMPROVED SIGNIFICANTLY IN THE AMOUNT OF CONTENT RECALL. THIS SPEECH WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONVENTION, CHICAGO, ILLINOIS, FEBRUARY, 1968. (PS)

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The general purpose of this study was to conduct an experimental test of two social model counseling procedures which can be used by school counselors to assist shy elementary students in learning how to participate more effectively in class discussions. Specifically, the study sought to determine which of two types of model presentations (film or audio-tape) would best promote subject recall of those behaviors and suggestions which the social model sought to promote.

Recently research emanating from social learning theory has shown that observing models who demonstrate appropriate behaviors has profound effects on the behavior of observers. Studies have demonstrated that audio, video and physically present social models are effective in influencing behavior. Several studies by Krumboltz and his associates at Stanford University (Krumboltz and Thoresen, 1964; Krumboltz and Schroeder, 1965; Krumboltz, Varenhorst and Thoresen, 1957) have demonstrated that the provision of social models in counseling interviews has been very effective in helping secondary school students learn how to make better educational and vocational decisions.

These same procedures should be equally effective for helping shy elementary school students learn ways to modify their behavior. Bandura and Huston (1961, p. 12) point out, "Children not having the habit of responding independently are apt to be more dependent on, and therefore more attentive to cues produced by the behavior of others." Elementary school counselors, assisting students with problems of being unable to respond in class, might find providing a social model who demonstrates the desired behavior to be highly effective in helping students acquire

the behaviors necessary for active verbal participation in the classroom.

If modeling procedures are to be utilized effectively by elementary school counselors, it is necessary that we determine the most effective way of presenting to social model. After determining which media are effective for presenting the model with which types of students for which types of problems, counselors might be able to tailor specific kinds of modeling procedures for specific kinds of student problems.

Hypotheses of the Study

Three hypotheses were tested. It was hypothesized that elementary school children exposed to the social model presented on film would recall significantly more content of the model counseling interview than students exposed to the social model presented on film. It was further hypothesized that subjects exposed to the film model presentation would be significantly more predisposed to utilize the model's suggestions than would similar subjects exposed to the audio tape model. The third hypothesis stated that a significantly greater percentage of subjects would perceive the social model counseling interview to be real if exposed to the model film than those exposed to the model tape.

The study also sought answers to two questions for which hypotheses were not formulated. The first question asked whether the social model presented on film would promote greater identification with the model on the part of the observer than would the same model presented on audio tape. The investigation also asked whether exposing subjects to two presentations of the social model would promote a significant improvement in content recall of the model's suggestions.

Design of the Study

A 16MM sound film of a counseling interview between a behavioral counselor and an elementary school boy was scripted, filmed and edited. The student was a shy ten-year-old boy who was identified by self and parents as having a problem of being unable to speak up in class. Basically the model counseling session consisted of verbal interchanges between the counselor and student as to what the student might do to participate more in class discussions. The model counselor verbally reinforced the student for each suggestion or response related to actions the student might initiate in order to begin participating in class discussions. A heirarchical plan-of-action was formulated in which easier behaviors would be attempted before more anxiety provoking tasks. For example, the student agrees to begin by asking a question in class rather than attempting to answer one. The resulting eight minute sound film served as the audio-visual model while a tape recording abstracted from the film's sound track was used as the audio-only model. This technique insured social models of identical content, voice intonation and rate of delivery.

Treatment. After introducing and playing the social model film or audio tape, the experimental counselor asked the students to respond to a written questionnaire. The subjects were asked questions designed to elicit responses which would indicate whether they attended to and recalled those behaviors the model student suggested or did during the interview in order to solve his problem.

Subjects. The subjects were fourth, fifth and sixth grade students from two schools in the vicinity of the University of Wisconsin. Total N for the study was 548. The experimental treatments were used in 20

classrooms. For statistical purposes, the N was the number of classrooms which were randomly assigned to the two treatment groups controlling for grade and achievement levels.

Findings

(1) The type of model presentation did significantly affect the amount of content recall for girls but not for boys. Girls exposed to the model counseling session presented on film recalled a significantly greater number of model behaviors and suggestions than did girls exposed to the same social model presented on audio tape. (Table 1)

(2) The type of model presentation did not significantly affect the degree to which subjects indicated that they would utilize the model's suggestions if they had such a problem. Trends in the data were in the direction hypothesized for both males and females but the differences did not reach traditional levels of significance. (Table 2) Similarly, subjects who identified themselves as having a problem like that of the model's did not differ in the extent to which they would utilize the model's ideas from those who indicated they did not have such a problem.

(3) The type of model presentation did significantly affect the degree to which females perceived the model counseling as real rather than staged. A greater percentage of females exposed to the film model than those exposed to the audio tape model indicated that the social model's problem was real. (Table 3)

(4) The type of model presentation did not affect the degree to which males perceived the counseling to be real. (Table 3)

(5) A greater percentage of females than males exposed to the

audio tape treatment indicated they thought the counseling was real. This difference did not reach statistical significance when the model was presented on film. (Table 3)

(6) Males and females differed significantly in the degeee to which they identified with the model's problem for one treatment. A greater percentage of females than males identified themselves as having a problem like that of the model's if the model was presented on film. This difference was not obtained when the social model was presented on audio tape. (Table 4)

(7) Exposing subjects to two social model counseling sessions did significantly affect improvement of content recall for both males and females if the second model presentation was on film. Subjects viewing the film model one week after hearing the audio tape demonstrated a significant improvement in the amount of content recall. Subjects hearing a second audio-tape model session one week later did not improve significantly the degree to which they could recall the content of the social model interview. (Table 5)

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TABLE I

NUMBER OF CLASSES, MEANS, SD's AND t RATIOS
OF CONTENT RECALL

Group	Model Presentation	N	$\bar{M}$	SD	Comparison	t
1. Females	Tape	10	5.55	.51	1 - 2	1.87*
2. Females	Film	10	6.04	.61		
3. Males	Tape	10	5.37	.48	3 - 4	.59
4. Males	Film	10	5.50	.44		
5. Total	Tape	10	5.46	.47	5 - 6	1.83*
6. Total	Film	10	5.78	.22		

$p < .05$, one-tail

n = number of classrooms

TABLE 2

CATEGORIES AND FREQUENCIES OF SUBJECTS INDICATING THEY WOULD USE THE MODEL'S SUGGESTIONS IF THEY HAD SUCH A PROBLEM

Subjects	Model	Response (yes)	Response (no)	x^2
Females	Tape	117	13	2.69
	Film	129	4	
Males	Tape	115	18	1.50
	Film	115	11	

x^2, $p < .05$ for $1df = 3.84$

TABLE 3

CATEGORIES AND FREQUENCIES OF SUBJECTS PERCEIVING
THE COUNSELING AND SOCIAL MODEL'S
PROBLEM AS REAL

Subjects	Model	Response (yes)	(no)	Comparison	x^2
1. Female	Tape	92	41	1 - 2	3.99*
2. Female	Film	103	27		
3. Male	Tape	72	56	3 - 4	.38
4. Male	Film	82	38		
5. Male	Film	82	38	5 - 6	.59
6. Female	Film	103	27		
7. Male	Tape	72	56	7 - 8	4.66*
8. Female	Tape	92	41		

* $p < .05$

TABLE 4

CATEGORIES AND FREQUENCIES OF SUBJECTS
IDENTIFYING WITH THE MODEL

Subjects	Model	Response (yes)	Response (no)	Comparison	x^2
1. Males	Film	25	111	1 - 2	14.123*
2. Female	Film	52	81		
3. Males	Tape	29	105	3 - 4	2.41
4. Females	Tape	39	91		

* $p < .001$

TABLE 5

NUMBER OF CASES, MEANS, SD's AND t RATIOS
OF CONTENT RECALL FOR SUBJECTS
RECEIVING TWO TREATMENTS

Group	Model	N	$\bar{M}$	M_D	S_{MD}	t
Males						
	Tape 1	13	5.23	.076	.17	.44
	Tape 2	13	5.30			
	Tape 1	15	5.53	.67	.15	4.46*
	Film 2	15	6.20			
Females						
	Tape 1	14	5.50	.43	.32	1.34
	Tape 2	14	6.00			
	Tape 1	14	5.85	.86	.136	6.32*
	Film 2	14	6.64			

$p < .001$ two-tailed